

Fourth Grade Writing Lesson #1 with Narrative Prompt

Title:	The Best of Times, the Worst of Times
Grade:	Fourth Grade
Core Standards:	4040-0801 4040-0802 4040-0804 4040-0806
Objective/Purpose:	Students will produce a narrative about a personal experience, with a focus on the trait of organization. The text should have an inviting introduction and satisfying conclusion.
Time Required:	Three or four class periods (45 minutes each)
Teacher Materials:	Books dealing the best/worst experiences, e.g.: <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> , Judith Viorst <i>Thank You, Mr. Falker</i> , Patricia Polacco <i>The Bee Tree</i> , Patricia Polacco <i>Lily's Purple Plastic Purse</i> , Kevin Henkes <i>Chrysanthemum</i> , Kevin Henkes Graphic organizer (story map)
Extensions:	<p><u>For review of sequencing.</u> Have students practice sequencing by cutting up short, well-organized text. Text can be taken from one of the suggested titles but should not exceed six or seven lines. Have students organize the strips in logical sequence. (Reference: <i>Creating Writers</i> by Vicki Spandell, p. 162)</p> <p><u>Adding voice to language.</u> Read snippets of familiar children's authors. Have students guess who the author is.</p>
What to Do:	<ol style="list-style-type: none">1. Read one of several of the suggested titles and model thinking aloud. Pause throughout the reading to model personal thinking about similar experiences. Invite students to make connections also.

2. Demonstrate, using the graphic organizer, the organization of the book read in step 1.
3. Model writing a best or worst experience by filling in experiences on the graphic organizer.
4. Show students the writing prompt for this lesson. Have them complete the graphic organizer for their own best/worst story.
5. Give students time to draft their stories.
6. Craft story leads and conclusions by sharing both good and poor examples. Have students write two new leads and conclusions for their stories and then pick their favorite.
7. Give students time to revise and edit.

Writing Prompt: We all have good and bad days. Think of a time you had a really good or bad day. Think about what happened, how you felt, and why you still remember it. Write about your experience.

Student Paper #1
(Fourth Grade Student)

Title: "The Deadly Penny"

The Deadly Penny

"Achoo!" my mom screamed, "I can't breathe that well!" I missed it had been in my room because no one wanted to play with me. I started to play with my coins and suddenly the horror struck I swallowed a penny but some how I survived. Although I survived, I was sick and had to go to the hospital.

My mom ran over to me and picked me up. She ran to our garage. "What is happening?" my brothers asked while my mom was explaining to them what happened, I was in intense pain, you can't believe how much it hurt. I thought I was going to die.

When my mom finished explaining to them what happened, my dad came home and wanted to know what happened. My mom said that my brothers would tell him. She ran to the car and we sped off. The whole way my mom was soothing me and telling me it would be okay. It helped only a little.

When we got to the hospital my mom rushed me to the ER and explained what happened. We then sat down and waited for a bit. That little amount of time seemed like hours. When we finally met with the doctors I thought that I was already dead.

They put me in a big and cold room. They

then stuck some thing up my nose. After that I don't really remember what happened until I got out and then my mom told me that it was okay and the penny was out. We got home and the rest of the family was very happy that I was okay. I felt really good after that and not in pain.

After that night I never put a penny near my mouth and hope I never do.

**Student Paper #1: Scores
(Fourth Grade Student)
Six Traits Scores and Commentary**

Title: “The Deadly Penny”

Ideas and Content: [4]

- The writer holds the reader’s attention and is writing from experience.
- Ideas are reasonably clear, although they may lack detail.

Organization: [4]

- The title is original.
- The organization flows, but the paper lacks a satisfying conclusion.

Voice: [5]

- The writing is honest, personal, and engaging.
- The tone of the writing is appropriate and holds the reader’s interest.

Word Choice: [3]

- The writer makes attempts at colorful language.
- More precise wording could be used in a couple of places.
- It appears that the writer selected the first words that came to mind.

Sentence Fluency: [3]

- The writer gets the job done in a routine fashion.
- Sentence beginnings need more variety and energy.

Conventions: [3]

- The writer attempts the use of quotations but does not always punctuate them properly. Otherwise, spelling and punctuation are generally correct.

**Student Paper #2
(Fourth Grade Student)**

Title: "The Wet Pants"

The Wet Pants

One day when I was in the cafeteria drinking my milk, I dropped my milk carton on myself while there was still milk in it! I was sooo embarrassed!

I had to go and get a rag from the lunch ladies and mop it up off the floor. After I was done with that I walked real fast to the playground.

When I got outside, I went straight to the monkey bars. I got up onto them and started going around the bars. Then a boy I didn't even know said, "Hey, did you wet your pants?"

I looked down at my pants. It really did look like I had wet my pants. I was even more embarrassed than I already was!

I jumped off the monkey bars and ran to the grass. I tried to make my jeans dry. I even laid down on the grass face up so the sun would dry my jeans.

Suddenly the bell rang. Oh, no! My pants were still wet! I ran to my line and tried to cover up my jeans.

As soon as I got to my classroom I sat down in my seat thinking, "I can't wait to go home."

**Student Paper #2: Scores
(Fourth Grade Student)
Six Traits Scores and Commentary**

Title: “The Wet Pants”

Ideas and Content: [5]

- This paper is clear, focused, and gives accurate details.
- The reader’s questions are anticipated and answered.

Organization: [4]

- The organization flows smoothly.
- The ending is satisfying, but the paper could use a more compelling beginning.

Voice: [5]

- The writer takes risk throughout the piece.
- The reader feels a strong interaction with the writer.

Word Choice: [3]

- The writer attempts to use some colorful language, but the paper lacks memorable words and phrases.
- The writing could benefit from more active verbs.

Sentence Fluency: [4]

- This paper has an easy flow and rhythm.
- It could use more purposeful and varied sentence beginnings.

Conventions: [5]

- The writer demonstrates a good grasp of standard writing conventions.

Student Paper #3
(Fourth Grade Student)

Title: "The Day"

"The Day"

One typical morning on Monday April 19, 2004 I had to go to school. My annoying, little brother Randall comes to school with my friends and I. "Russel come down and practice piano!" my mom yelled, so I can hear it. While I was practicing, the doorbell rang... it was my friend Dylan, and his brother Deion, sister Danica they came to pick us up.

When we got to Escalante, my friends were waiting for me, while suddenly the bell rang harshly "ding, dong, ding, dong." When recess came, two of my good friends, Andrew and Joseph came to play "Follow the leader." Once were playing I took a shortcut under the bridge to get in front, I didn't duck low enough... I dashed toward the bridge so greatly, I felt dead like a doornail, fell to the ground.

All I heard was murmuring about my head bleeding. So I was sent home, then I went to the hospital with my dad, went to go see a doctor and see if I gatt stitches. Well it wasn't that deep so they glued it. I looked in the mirror "Nasty looking" I mumbled. Well, I turned out to be okay, nothing hurt, and since, I was way more careful ever since.

**Student Paper #3: Scores
(Fourth Grade Student)
Six Traits Scores and Commentary**

Title: “The Day”

Ideas and Content: [3]

- The paper includes supporting details, but not enough to flesh out the story.
- Some unnecessary details are included that detract from the writing.

Organization: [3]

- Most sequencing is logical, but the introduction doesn't transition well into subsequent paragraphs.
- The lead and conclusion are fairly strong.

Voice: [3]

- The voice is pleasant, but not compelling.
- There are moments when the voice shines, but generally, it is a “safe” attempt.

Word Choice: [4]

- The writer uses some strong verb choices. (Examples: *murmuring*, *dashed*, *mumbled*.)
- The writer also attempts to select words appropriately, as in “My *annoying* little brother Randall comes to school with my friends...”

Sentence Fluency: [4]

- The writer incorporates a variety of sentence beginnings and sentence lengths.

Conventions: [4]

- There are a few errors.
- The writer experiments with some complex conventions and punctuation, such as quotations and ellipses.

Areas Needing Improvement:

- Add details relevant to the story.
- Improve transitions between paragraphs.

**Student Paper #4
(Fourth Grade Student)**

Title: "My Good Day"

My Good Day

My good day that I am going to tell you about happened in third Grade. I was at the A. R. store. My teacher was Mrs. Turk.

I had been saving points for a lava lamp. It was the perfect color (pink and purple) for my room. I knew exactly where I would put the lamp. I wanted it so bad, I really hoped no one had taken it, otherwise I would have saved one hundred points for nothing. All year long I had worked hard to save those points. I earned the points by reading books and taking tests.

Crossing my fingers I went inside. Yes! It was still there.

Back in the class room everyone wanted to see it. "Congratulations!" said Mrs. Turk. I learned that working hard pays off. It turned out to be a good day!

**Student Paper #4: Scores
(Fourth Grade Student)
Six Traits Scores and Commentary**

Title: “My Good Day”

Ideas and Content: [4]

- There is general development of an idea, but not much support in fleshing out the beginning of the story.
- Stronger support in the middle and end of the paper is needed.

Organization: [4]

- The organization is clear, if not predictable.

Voice: [3]

- There are only a few moments when the personality of the writer really shines. Otherwise, the voice is not very engaging.

Word Choice: [3]

- Word choice is adequate, but does not stand out.
- Passive verbs are often used.

Sentence Fluency: [3]

- Too many sentences are short and choppy, although some variety is evident.

Conventions: [5]

- The writer has a good grasp of writing conventions.

Areas Needing Improvement:

- Add stronger details, especially in the introduction.
- Vary sentence lengths.
- Select active, lively verbs.

Fourth Grade Writing Lesson #1 with Social Studies Prompt

Title:	Indians Then and Now
Grade:	Fourth
Core Standards:	Language Arts Standard 8—Students write daily to communicate effectively for a variety of purposes and audiences. Social Studies Standard 1, Objective 2a—Identify the first inhabitants of Utah (American Indians). Social Studies Standard 2, Objective 1a—Explain the influence of ancient and modern Indian groups on cultural development.
Objectives/ Purpose:	Students will write three (3) paragraphs comparing and contrasting homes, education, and food of early Indians to those of today.
Time Required:	60 minutes
Teacher Materials:	3 Venn diagram graphic organizers (1 for homes, 1 for education, 1 for food)
Suggested Books:	<i>Geography of the World: The Essential Family Guide to Geography and Culture</i> , ISBN 0-7894-8594-X <i>Chaco Canyon</i> , ISBN 0-19-514280-2 <i>Indian Shoes</i> , ISBN 0-06-029531-7 <i>Children of the Indian Boarding Schools</i> , ISBN 1-57505-4671 <i>Daily Life in a Plains Indian Village, 1868</i> , ISBN 0-395-97499-2 <i>If you Lived with the Hopi Indians</i> , ISBN 0590397265 <i>The Navajo</i> , ISBN 0-7614-0803-7
Student Materials:	3 Venn diagram organizers Pencil Flip book
What to Do:	<ol style="list-style-type: none">1. Provide students with time to read selected books about Indian culture.

2. Discuss the information students learned from the books. As a class, complete three Venn diagrams about Indian culture in early America and Indian culture today (one diagram for homes, one diagram for education, and one diagram for food). Discuss how the diagrams illustrate the similarities and differences in Indian culture between “then” and “now.”
3. **Pre-write** (plan). Provide students with their own copies of Venn diagrams. They may copy two ideas from the class diagrams onto their own diagrams. Then they record at least two more of their own ideas on their diagrams.
4. With a partner or in a small group, students share and discuss their Venn diagrams. Students make appropriate additions to their diagrams.
5. **Write** (compose). Provide students with the prompt. Model how to take the information from their Venn diagrams to write complete sentences about the categories “then” and the categories “now.” As part of teacher modeling, provide instruction in how to write a topic sentence. Also, brainstorm a list of transition words appropriate for using with a contrast essay (i.e., “unlike,” “different from,” “however,” “then–now,” etc.).
6. By following the teacher’s example, students use ideas from their diagrams to write paragraphs about the differences in Indian life from then to now (draft).
7. **Revise** (improve). Students reread their paragraphs and compare them to their Venn diagram to see if they left out any details that should be included.
8. Provide time for students to meet in groups to read and discuss their papers. Following group conferences, students use group feedback to improve their drafts by adding, deleting, or reordering ideas.
9. **Edit** (proofread). With teacher guidance and support, students check their own papers and make corrections for spelling, grammar, punctuation, and capitalization. Students incorporate revisions and corrections to make a final copy.
10. **Publish** (share). Students rewrite their paragraphs on flip books. When they are finished writing, they may illustrate the front of their flip books.

Writing Prompt: Cultures change over time. If you were an Indian in early America, how would your life be different from life as an Indian now? Write to explain the differences in Indian homes, education, and food.

Teacher Note: By instructing students how to write about differences, this lesson provides an excellent first step to writing a comparison and contrast essay. An appropriate follow-up or expanded form of this writing lesson would provide instruction in writing a comparison and contrast essay about Indian cultures.

**Student Paper #1
(Fourth Grade Student)
Exemplary Example**

Title: "Indians Then and Now"

The indians in early America were different from the indians today. The boys and girls learned how to run their lives by following their relatives and family. Today Indian children go to a school building and listen to a school teacher. In school children use a written language. Boys used used to hunt and make weapons and build houses. Indian girls used to take care of the house and cook and clean.

The indians in early American also had different houses than indians today. Early indians made their houses out of mud and dirt. They put grass and sticks on the roof. If they lived in a teepee it was made out of buffalo skin. All of their houses were small and dark. Today indians houses look more "normal". They are built out of cement and lumber and they have windows to make them light. They are larger and indians sleep on beds.

Food was different for early indians too. They had to hunt and fish for meat. They used traps and went fishing. Water came from the river and they collected it in pots and jugs. Indians grew food such as squash and corn, beans and melons. They picked berries and ate roots. Today indians go to the store

and sometimes eat fast food. They eat on
tables, water comes from the faucet. It is
much easier to get food today.

**Student Paper #1
(Fourth Grade Student)
Six Traits Scores and Commentary
Exemplary Example**

Title: “Indians Then and Now”

Ideas and Content: [4]

- Accurate details are provided, but they rarely go beyond the obvious.
- The paper is clear, focused, and answers the prompt.

Organization: [4]

- The writer provides an introduction.
- There isn't a conclusion. The ending feels rushed.
- Sequencing and internal structure are strong and the transitions seem to flow.

Voice: [3]

- The writer seems sincere but not fully engaged in the topic.
- The tone is pleasant, but not personal or unique.

Word Choice: [3]

- The words convey the intended message but are general.
- The nouns are common and verbs passive.

Sentence Fluency: [4]

- The sentences are strong and complete.
- Some variety in sentence structure is attempted.
- Transitions between sentences show logic and thought.
- Most of the writing is smooth and fluid.

Conventions: [5]

- The writer demonstrates control over standard writing conventions.
- Errors are few.
- Minor proofreading would make this piece ready to publish.

OVERALL SCORE: [4]

**Student Paper #2
(Fourth Grade Student)
Average Example**

Title: "Indians Then and Now"

Indians in early America had different educations than Indians today. The boys learned how to hunt. Girls picked berries and took care of houses. Relatives and family showed them how. Now boys and girls have teachers. We have schools, we have a written language. Indians had different food. They hunted their food. They cooked food over fire. They ate on mats. Now we use ovens and stoves. We buy our food from stores. We eat on tables and counters. Indians had different houses. They made theirs out of sticks. They were made out of mud. They make them out of clay instead of cement. Now Indians make them out of bricks. They use tools instead of hands. They use cement instead of clay or mud.

**Student Paper #2
(Fourth Grade Student)
Six Traits Scores and Commentary
Average Example**

Title: “Indians Then and Now”

Ideas and Content: [3]

- Ideas are reasonably clear, but not expanded.
- The writer stays on topic.

Organization: [3]

- Sequencing is logical but predictable.
- Organization is based on the format of the assignment.
- The writer attempts to include topic sentences.

Voice: [3]

- The writer seems aware of an audience but uses generalities.

Word Choice: [3]

- The language is functional, but lacks the energy and engagement that more colorful words and details could provide.

Sentence Fluency: [3]

- Sentences are usually constructed correctly.
- Sentences are not very fluid. Most are short and begin with the same words: “they” and “we” or “now” and “then.”

Conventions: [3]

- The writer shows general control over standard spelling, grammar, and punctuation.
- Conventions are usually handled well.
- Lack of paragraphs makes an oral reading of the paper sound like a list.

OVERALL SCORE: [3]

Student Paper #3
(Fourth Grade Student)
Below Average Example

Title: "Indians Then and Now"

Then boys make somethings by there
hunting. Girls take good care. They
pick food. Now we got teachers to
learn. Parents to tell. We got a school.
They hurted a lot of animals. And eat
insects. Now we buy food from store.
Find some food. And bring a transporter
to then. There house is made out of
skin. Lots of logs. They even put grass. We make
our hole with cement. And instead of
using our hands we used tools. We make
mud breakers.

**Student Paper #3
(Fourth Grade Student)
Six Traits Scores and Commentary
Below Average Example**

Title: “Indians Then and Now”

Ideas and Content: [3]

- The writer understands the topic and provides some ideas, but some of the ideas seem random or disconnected.

Organization: [2]

- Organization is based on the format of the assignment, but there is no clear direction.
- Lack of connectives and transitions between sentences makes ideas confusing.
- No identifiable introduction or conclusion.

Voice: [1]

- Point of view and regard for audience are lacking.

Word Choice: [1]

- The writer uses limited vocabulary and incorrect language.
- The words used are nonspecific and passive.

Sentence Fluency: [1]

- There is some attempt to use connectives, such as “now,” “then,” and “instead.”
- Most sentences are short or incomplete and follow the same pattern, beginning with “and,” “they,” “we,” “now,” and “then.”

Conventions: [2]

- Errors in spelling, usage, sentence structure, and grammar distract.
- Capitalization and punctuation are generally correct.
- Paragraphs are attempted, but are stiff and predictable.

OVERALL SCORE: [1.5]

Fourth Grade Writing Lesson #3 with Science Prompt

- Title:** Drip! Drop!
- Grade:** Fourth
- Core Standards:** Language Arts Standard 8—Students write daily to communicate effectively for a variety of purposes and audiences.
Science Standard I, Objective 2—Students will describe the water cycle.
- Objectives/Purpose:** Students will write from the point of view of a water drop.
- Time Required:** 45 minutes
- Teacher Materials:** Prior to this lesson, teachers should provide students with lessons that build the knowledge required to meet the benchmarks in Science Standard I.
- Suggested pre-writing activity is “The Incredible Journey.”
(This activity is available in the *Project WET Curriculum and Activity Guide* at <http://www.projectwet.org/activities.htm>.)
- Suggested Books:** *What Makes It Rain?*, ISBN 0746002742
The Water’s Journey, ISBN 1558580131
- Student Materials:** Writing paper
Pencils
Water cycle chart and story page
- What to do:**
1. **Pre-writing** (plan). Use the activity from Project WET, “The Incredible Journey.” Ask students to identify the different places water can go as it moves through and around Earth. Write their responses on the board. Tell students they are going to become water molecules moving through the water cycle.
 2. Categorize the places through which water can move into nine stations: clouds, plants, animals, rivers, oceans, lakes, ground water, soil, and glaciers. Write these names on large pieces of paper and put them in locations around the room (or outside on a playground).

3. Students start at various stations of the water cycle. At each station, each child takes a turn rolling a die. The roll of the die determines the water's movement and where the students will travel. While moving from station to station, students will chart their movement on a water cycle chart.
4. **Write** (compose). Present students with the writing prompt. Using the water cycle chart, students write a story from the point of view of a water drop going through the water cycle.
5. **Revise** (improve). Provide time for students to meet in groups to read and discuss their stories. Following group conferences, students use group feedback to improve their drafts by adding, deleting, or reordering ideas.
6. **Edit** (proofread). Students trade their stories with another student and edit each other's work. With teacher guidance and support, they make corrections for spelling, grammar, punctuation, and capitalization. Students incorporate revisions and corrections to make a final copy.
7. **Publish** (share). Using their best handwriting, students rewrite their story on the provided story page.

Writing Prompt: The water that was on the earth millions of years ago is the same water that is here now. It just keeps moving through the water cycle. Write a story from the point of view of a water drop going through the water cycle. Use first person and interact with other characters such as the sun, animals, soil, rivers, and clouds.

Additional Prompts and Extensions:

1. Put students into small groups (3-4 each) and have them rewrite a story in play format. Model how to write dialogue and make a list of possible characters for the water drop to interact with. Students can perform their plays for each other.
2. Instruct students to rewrite their story as a water drop during a different season or at different locations around the globe. Have them compare and contrast the movement of the water drop during the different seasons or in the different locations.
3. Add pollutants and contaminants to the water cycle chart. Instruct students to incorporate these variables into their stories. How does the water become clean? Which contaminants are left behind as water evaporates?

Teacher Note: This lesson focuses on writing from a specific point of view with the purpose of using a specific voice. It does not provide details for teachers or students about the water cycle. Prior to this lesson, teachers should provide students with lessons that build the knowledge required to meet the benchmarks in Science Standard I.

The Incredible Journey

Take a journey through the water cycle as a water drop! Where do you think you will go? How will you get there? What will happen along the way?

Use this worksheet to track your adventures.

STATION	WHAT HAPPENED?	WHERE ARE YOU GOING?
Example: Cloud	I fell as rain onto a mountain.	Mountain
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Student Paper #1
(Fourth Grade Student)
Prewrite

Title: "Drip! Drop!"

The Incredible Journey

Take a journey through the water cycle as a water drop! Where do you think you will go? How will you get there? What will happen along the way?

Use this worksheet to track your adventures.

STATION	WHAT HAPPENED?	WHERE ARE YOU GOING?
Example: Cloud	I fell as rain onto a mountain.	Mountain
1. Soil	plant drank me	plant
2. river	Sank into ground	groundwater
3. groundwater	I evaporated into the air	cloud
4. lake	I drained into a river	river
5. river	I flowed into another river	river
6. river	An animal ate drank me	animal
7. animal	Went into soil	groundwater
8. cloud	I fell as snow onto a mountain	mountain
9. ocean	I evaporated	cloud
10. plant	an animal ate me	animal

**Student Paper #1
(Fourth Grade Student)
Exemplary Example**

Title: "Drip! Drop!"

Write a story about your water cycle journey...

I started this journey in the soil. Who knows where my whole journey started? While I was resting in the soil a plant drank me. The plant was warm and I stayed there while the plant grew. Finally I seeped back into earth and flowed into a river. The river was chilly so I was happy to sink into the ground again. It wasn't much warmer in there so when I got a chance I evaporated and tried to stay close to the sun. Wow! It was so hot. When it started to rain I fell into a rushing river. This river took me off to a smaller river had many animals near it, so one finally drank me. I felt warm again! That was until the animal went to the bathroom and I was back in the ground again. This doesn't stop. I evaporated into a soft cloud. I just want to sleep here but I have to keep on my journey.

**Student Paper #1
(Fourth Grade Student)
Six Traits Scores and Commentary
Exemplary Example**

Title: “Drip! Drop!”

Ideas and Content: [5]

- The paper answers the prompt in a clear and focused manner.
- The writer shows insight with unique details that carry the central theme (i.e., writer includes details about temperature).

Organization: [5]

- There is an inviting introduction (with a question) and a satisfying conclusion.
- Thoughtful transitions keep the story flowing and connected.
- The structure matches the purpose and the audience.

Voice: [5]

- The writer speaks directly to the reader in a way that enhances the purpose for writing.
- The writer reveals feelings and emotions that allow the reader to feel the person behind the words.

Word Choice: [4]

- Words are related to the subject matter but most are general.
- A few active verbs add energy, (“seeped” and “evaporated”), and some adjectives add detail (“rushing” and “chilly”).

Sentence Fluency: [5]

- Sentences are strong.
- Sentences vary in length and in structure.
- The writer uses appropriate connectives to make the writing flow and read naturally.

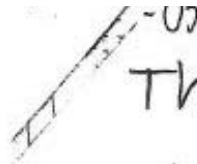
Conventions: [5]

- The writer demonstrates control over standard writing conventions.
- Errors are few.
- Minor proofreading would make this piece ready to publish.

OVERALL SCORE: [4]

Student Paper #2
(Fourth Grade Student)
Prewrite

Title: "Drip! Drop!"



The Incredible Journey



Take a journey through the water cycle as a water drop! Where do you think you will go? How will you get there? What will happen along the way?

Use this worksheet to keep track of your adventures.

STATION	WHAT HAPPENED?	WHERE ARE YOU GOING?
Example: cloud	I fell as rain onto a mountain.	Mountain
1. river	I evaporated cloud	
2. cloud	I fell as rain lake	
3. lake	I sank into ground water	
4. ground water	seep into lake lake	
5. lake	ran into river river	
6. river	sank into ground water	
7. river	flowed into river	
8. river	drank by animal animal	
9. animal	peed on soil soil	
10. soil	plant took main plant	

Student Paper #2
(Fourth Grade Student)
Average Example

Title: "Drip! Drop!"

Write a story about your water cycle journey... --

I started at a river and I evaporated into a cloud. Then I fell as rain into a lake. Then I sank into the ground. After I got out of the ground water I went into a lake. After I ran into the river and flowed into another river. Then I was drank by an animal. After that the animal went to the bathroom and I ended up in the soil. Then a plant's roots took me up and kept me so it could grow. Finally the plant let me out, and I flowed under ground and got into a lake. Then I went to a cloud from being evaporated and I fell as snow onto a glacier. Then I melted and went down into the ground. After that a plant's under-water roots took me and put me into its roots and kept me in it and used me to grow and make fruit. Then I go again.

**Student Paper #2
(Fourth Grade Student)
Six Traits Scores and Commentary
Average Example**

Title: “Drip! Drop!”

Ideas and Content: [4]

- The paper answers the prompt in a clear and focused manner.
- Unique details show some insight and originality.

Organization: [5]

- The paper has a recognizable introduction and a satisfying conclusion, (“I started...” and “Here I go again”).
- Sequencing is logical and smooth.
- Writer uses quality transition words to connect ideas: “then,” “after,” and “finally.”

Voice: [5]

- The writer is aware of the audience and the purpose for writing.
- The writing is unique and personal.

Word Choice: [4]

- Most words are correct, but general.
- Some nouns are specific and accurate (“soil,” “glacier,” and “underground”) and a few active verbs add energy (“flowed,” “evaporated,” and “sank”).

Sentence Fluency: [4]

- The sentences flow but they are written in a routine manner. Most begin with a connective (“then,” “after,” and “finally”).
- Most sentences are constructed correctly, but they read as a long list of sequential events.

Conventions: [3]

- The writer shows general control over standard spelling, grammar, and punctuation. A few grammatical errors are distracting.
- Moderate editing would be required to polish the text for publication.

OVERALL SCORE: [4]

Student Paper #3
(Fourth Grade Student)
Prewrite

Title: "Drip! Drop!"

The Incredible Journey



Take a journey through the water cycle as a water drop! Where do you think you will go? How will you get there? What will happen along the way?

Use this worksheet to keep track of your adventures.

STATION	WHAT HAPPENED?	WHERE ARE YOU GOING?
Example: Cloud	I fell as rain onto a mountain.	Mountain
1. Groundwater	Drifted	lake
2. Drifted	Visited	Star
3. Ground	Operated	River
4. Ocean	The water	Clouds
5. Clouds	Parted	Ocean
6. Rain	hit	go
7. Glacier	Flutes	Glacier
8. Glacier	Thrown	Plant
9. Plant	flew	Ocean
10. Ocean	Kicked	Animal

Student Paper #3
(Fourth Grade Student)
Below Average Example

Title: "Drip! Drop!"

Write a story about your water cycle journey...

I WAS WITH MY WATER DROP
FRIENDS AND ONE FELL IN
THE RIVER THE REST WERE
HISTORY, CORRECTION: EDDIE BOOGERMAN
I REALLY DON'T KNOW WHY HIS NAME IS
BOOGERMAN I THINK HE SOUNDS LIKE
ANIMALS. BATISTE, A NOTHER WEIRD
NAME. MY NAME IS TALLER.

HERE WE GO. WE'RE ALL IN A
POND IN AKLAND CALIFORNIA. AND
BOOGERMAN WANTED TO RISE AND
GO TO THE OCEAN. SO HE COULD
BE FREE. BUT THE OTHER DROPS DID NOT
SO HE ASKED THE CLOUDS TO HAVE
THE SUN HAVE IT BE REALLY HOT.
SO HE DID. THEN HE EVAPORATED
INTO THE CLOUDS. THERE WAS ANOTHER
ONE I WENT TO THE OCEAN AND
I MET THEM IN A PLANT. I DON'T
KNOW HOW THEY GOT THERE BUT I MET
EDDIE AND BOOGERMAN AND BATISTE.

**Student Paper #3
(Fourth Grade Student)
Six Traits Scores and Commentary
Below Average Example**

Title: “Drip! Drop!”

Ideas and Content: [2]

- The topic was not focused.
- Some ideas showed knowledge of the subject.

Organization: [1]

- The writing lacks a clear sense of direction.
- There isn't an introduction or conclusion.
- Ideas seem strung together.

Voice: [2]

- The writer seems sincere but not fully engaged.
- The writing exhibits little awareness of an audience or purpose.

Word Choice: [1]

- Many of the words and ideas seem misplaced.
- Words are general.

Sentence Fluency: [1]

- Sentences are incomplete.

Conventions: [2]

- Generally starts each sentence with a capital and ends with the correct punctuation.

OVERALL SCORE: [1.5]